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EDUCATION RESEARCH IN YUGOSLAVIA.

BY- BRAHAM, RANDOLPH L.
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THIS STUDY SURVEYS THE ORGANIZATION, SCOPE, STRUCTURE, AND FUNCTION OF INSTITUTIONS ENGAGED IN EDUCATIONAL RESEARCH IN THE SOCIALIST FEDERAL REPUBLIC OF YUGOSLAVIA. METHODOLOGY EMPLOYED IN THE STUDY IS BASED ON PERSONAL OBSERVATION, PUBLISHED MATERIALS, AND EXTENSIVE INTERVIEWS WITH LEADING YUGOSLAV EDUCATORS, SCHOLARS, AND GOVERNMENT OFFICIALS. ALTHOUGH EDUCATION RESEARCH IN YUGOSLAVIA IS CONDUCTED UNDER THE AUSPICES OF (1) SCIENTIFIC INSTITUTES, (2) INSTITUTES FOR THE ADVANCEMENT OF EDUCATION, (3) INSTITUTIONS OF HIGHER LEARNING, AND (4) TEACHER-TRAINING INSTITUTES, IT IS CONDUCTED LARGELY BY THE THREE SCIENTIFIC INSTITUTES AND THE 11 INSTITUTES FOR THE ADVANCEMENT OF EDUCATION. (DG)

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by

Randolph L. Braham

The City College
of the City University of New York

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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This study includes a succinct survey of the institutions engaged in education research in the Socialist Federal Republic of Yugoslavia with emphasis on their organization, scope, and structure and functions. It is based on personal observations, published materials, and extensive interviews with leading Yugoslav educators, scholars and government officials made possible by two field trips (December 1965 and August 1966) sponsored by the U. S. Office of Education.

Education research* in Yugoslavia is conducted under the auspices of four types of institutions:

A. Scientific Institutes;

B. Institutes for the Advancement of Education;

C. Institutions of Higher Learning; and

D. Teacher-Training Institutes.

A. Scientific Institutes

Yugoslavia has (1966) three scientific institutes (1 federal and 2 republican):

1. The Federal Institute for Educational Research (Jugoslovenski zavod za proučavanje školskih i prosvetnih pitanja), Belgrade, Draže Pavlovića 15;

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*Education research in this context denotes research and investigative efforts pertaining to all phases of the educational process, including pedagogy, teaching-learning, and upbringing.

2. The Institute for Pedagogical Research of the Socialist Republic of Serbia (Institut za pedagoška istraživanja S. R. Srbije), Belgrade, Obilićev Venac 5/V; and

3. The Pedagogical Institute (Pedagoški institut), Ljubljana.

1. The Federal Institute for Educational Research

a. Historical Background

The Institute was founded in 1955 under the auspices of the Federal Secretariat [Ministry] of Education and Culture. In 1963-64, it became an "independent" research organization, i.e. formally separated from the Secretariat, although it continues to work primarily on projects assigned to it by this governmental organ. Because it does not enjoy financial independence and is to a large extent bound to concentrate on projects undertaken under contract with other governmental and/or educational organs, the Institute cannot for the time being at least operate as a genuinely independent research organization. Moreover, although the Institute is the largest and best known institution of its kind in Yugoslavia, it does not yet have (1966) the official status of a full-fledged scientific institute automatically entitled to grants, budgetary allocations, and other financial and material assistance. It is a zavod rather than an institut, i.e. formally an "inferior" type institution. Once it acquires the status of a "scientific institute" -- and it hopes to achieve this "in the near future" -- the Federal Institute will be in a position to gear its research program not only in response to demands placed on it by other school and governmental organs, but also in terms of its own research objectives.

b. Scope

The institute plays an important role in the varied and complex educational-cultural set-up of the country. Its specific tasks and responsibilities are stipulated in its own statutes and in a variety of laws and regulations. According to Article 172 of the General Law on Education of 1959, for example, the Federal Institute for Educational Research is empowered to

> organize and carry out studies on problems in the field of education, especially with respect to teaching and method of work in schools and other institutions for education, follow up the experiences, results and achievements in the field of pedagogical theory and practice and help with the organization of measures with respect to the application of modern achievements and methods of education, and also do other work assigned to it by other regulations.*

In the implementation of these tasks, the Institute operates closely with the various Institutes for the Advancement of Education of the Republics and with the Councils of Education of the Republics (see p. 12-18).

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*General Law on Education in Yugoslavia. Belgrade: Edition Jugoslavija, 1959, p. 101.

c. Financing and Contracting Procedure

The Institute derives its income from services rendered on a contractual basis to other organizations and institutions. In addition to the Secretariat, which is the Institute's greatest "customer," it has contractual agreements, inter alia, with the Council of Organizations and Societies for the Upbringing of Children (Savet organizacija i društava za vaspitanje dece) and the Assembly of the Kraljevo District (Skupština sreza Kraljevo).

The research program of the Institute is based on projects stemming from both external and internal sources, i.e. on projects requested or submitted by the clients or study proposals initiated by the Institute itself and subsequently approved by the interested governmental and educational organs. The research projects mutually agreed upon are first sent to the Federal Council for the Coordination of Scientific Activities (Savezni savet za koordinaciju naučnih delatnosti), itself a major customer, for approval and recommendation for the issuance of the necessary funds. The projects approved by the Federal Council are then submitted to the Federal Fund for Scientific Research (Savezni fond za finansiranje naučnih delatnosti) for final approval and the allocation of funds. The latter does not automatically approve all the projects selected and approved by the governmental and/or scientific organizations involved, be it the Secretariat or the Federal Council; it will normally accept for financing only those which it deems essential within the framework of the available funds.

Responsible Yugoslav scientists and educators are deeply concerned about the bureaucratization of research activities in

their country. They would like to see an amalgamation of the responsibilities of the two governmental organizations concerned with scientific and research work -- the Federal Council for the Coordination of Scientific Activities and the Federal Fund for Scientific Research -- into one centralized unit. The separation of these bodies from the point of view of "scientific" and "financial" responsibilities is artificial motivated to a large extent by political rather than objective factors.

In terms of its financial management, the Institute has four types of funds -- Operational, for covering its day-by-day requirements; Research, for financing its own scientific projects; Social, for meeting the collective needs of the staff, including housing, transportation, and recreation; and Emergency, for solving unexpected financial difficulties without having to curtail its scientific activities or fire any of the employees.

d. Organization

Since its formal independence in 1963-64, the Institute operates under the principles of "social self-management." In line with these principles, the Institute aims to

(a) Safeguard and promote self-government by providing for the democratic election of the leaders and officers;

(b) Assure democratic working methods and the free exchange of ideas;

(c) Provide funds on terms that would assure their rational and constructive allocation; and

(d) Facilitate the implementation of the tasks of the State in areas under its jurisdiction.

The Institute is led by a director (in 1966 Dr. Dragutin Francović), who is assisted by a number of close collaborators. In the planning of the Institute's research program, the director and the organs of self-management are assisted by a Professional Council (Stručni savet) composed of experts in the various fields of education.

According to its Charter of 1963, the Institute has the following organizational administrative and/or research sections: General and Polytechnical Education; Vocational Education; Educational System and Economics; General Pedagogy; Educational Psychology; Educational Documentation and Information; General Affairs; and Material and Financial Operations.

The specialized sections of the Institute are aided in the implementation of their specific programs by "councils of experts," including the Council for the Teaching of Mathematics (Savet za nastavu matematike), the Council on Native Language and Literature (Savet za maternji jezik i književnost), and the Council for the Use of Television in Education (Savet za korišćenje televizije u obrazovanju), which are composed of specialists from the Institute and other scientific and educational institutions.

e. Personnel

The number and type of personnel employed by the Institute depend to a large extent on the tasks of, and the assignments entrusted to, the Institute. Late in 1964, the Institute had 63 employees distributed among the various sections as follows:

Administration (direct) -- 2; General Affairs -- 20; Material and Financial Operations -- 6; General and Polytechnical Education -- 10; Vocational Education -- 6; Educational System and Economics -- 2; General Pedagogy -- 4; Educational Psychology -- 1; and Educational Documentation and Information -- 12.

f. Achievements

The accomplishments of the Institute can be summarized in terms of the completion of studies, both in printed and manuscript form, for the various contracting units, the independent scholarly productivity of the staff members, and the cooperative contacts and relations of the Institute with dome c and foreign scientific-educational and governmental organizations.

By the end of 1964, the Institute completed 31 studies for the Federal Secretariat of Education and Culture on a variety of educational problems of national concern, including such works as The Appraisal of the Reform of Gymnasia and Means for Their Further Development (Ocena reforme gimnazije i putevi njenog daljeg razvoja; 180 p.), Comparative Analysis of the Teaching Plans and Programs of Elementary Schools in the Republics (Uporedna analiza republičkih nastavnih planova i programa za osnovnu školu; 93 p.), and Comparative Analysis of the Teaching Plans and Programs of Gymnasia in the Republics (Uporedna analiza republičkih nastavnih planova i programa za gimnazije; 235 p.). For the other contractors, the Institute completed 9 projects, including one -- Semantic Meaning of Words in the Vocabulary of Secondary School Students (Semantićko značenje reći u rečniku učenika srednjih škola) -- for the Pedagogical Institute of Urbana, Illinois.

The Institute itself issued in 1964 4 printed and 18 mimeographed studies prepared by its staff or collaborators from other institutions. It also publishes the following periodicals: Review of Schooling and Educational Documentation (Revija školstva i prosvetna dokumentacija), 5 issues per year with a circulation of 1,500; List of Newly Arrived Books and Pamphlets (Spisak novoprispelih knjiga i brošura), 10 mimeographed issues per year with a circulation of 300; Review of Selected Articles from Domestic and Foreign Education Journals and Periodicals (Pregled odabranih članaka iz domaćih i stranih pedagoških časopisa i listova), 11 mimeographed issues per year with a circulation of 300; and Information (Informacija), 18 mimeographed issues per year, primarily for internal use.

Aside from its services rendered under contract to various educational and governmental organizations, the Institute also assists individual schools and district school boards in the solution of the educational-pedagogical problems confronting them, organizes lectures and symposia both for professional and political organizations, and offers its library and research facilities to interested and qualified individuals. Toward the end of 1964, its library included 13,489 books, 2,560 textbooks, 1,450 pamphlets, and about 8,000 documents.

The Institute also maintains contact with a number of foreign governmental and scientfic-academic organizations on the basis of the cultural and scientific agreements concluded by the governments involved. The Institute is particularly active in the exchange

of pedagogical literature, textbooks, and statistical data with the USSR, the socialist and people's republics of Eastern Europe, Belgium, Bolivia, Greece, Italy, the Netherlands, and the United States. It also collaborates with a number of international organizations, including the UNESCO and the Organization for Economic Cooperation and Development.

g. Problems

One of the greatest problems confronting the Institute is economic-financial in nature. It hopes to solve this problem by acquiring financial independence with its recognition as a "scientific institute" (see p. 2). Such a recognition, in the view of the officers of the Institute, will not only do away with the vagaries of financing, but will also enable it to embark on scientific research programs freed from the pressures of contractual obligations.

Another major problem concerns the staff or more specifically the lack of highly qualified researchers. The few PhD's in education (1 in 1956, 5 in 1960 and 18 in 1965 -- Statistički godišnjak SFRJ, 1966. Belgrade, Vol XIII, p. 316) prefer for reasons of pay and/or prestige to become associated with the institutions of higher learning. As a result, the research program of the Institute has of necessity often been geared to the interests, competence and caliber of the available personnel rather than to the requirements of the educational system. The type and level of the research projects are also affected by the

available technical equipment. The Institute lacks advanced data processing equipment, although it has some simple computing machines sufficient for the calculation of standard deviations or for the processing of simple statistical data. It also suffers from an acute shortage of space, particularly affecting the library and its users.

2. The Institute for Pedagogical Research of the Socialist Republic of Serbia

a. History and Financing

The Institute was founded in 1960 and is currently (1966) under the leadership of Dr. Ljubomir Krneta. It is recognized as a "scientific institute" (Institut) and as such enjoys "financial independence." Its funds come from the City of Belgrade, the Republic of Serbia, and the Federal Government. Like the Federal Institute for Educational Research, it is also formally independent, although it works closely with the Secretariat of Education and Culture of the Socialist Republic of Serbia (see p.12-13).

b. Physical Facilities and Personnel

The Institute has two buildings: one housing the material on psychometry and methodology; the other includes the library with about 6,000 to 7,000 books and around 100 domestic and foreign periodicals. The library facilities are primarily for internal use with outsiders helped on an individual basis. In 1965, the Institute employed 20 professional and 16 clerical workers.

c. Research Projects

The Institute is engaged in a number of research projects the variety of which can be gauged from the following list of titles: Special Perception of Children in Elementary Schools; The Efficiency of Extracurricular Work; The Influence of Teaching Aids on the Learning Process; Review and Evaluation of School Reforms the World Over; Evaluation of the Treatment of Yugoslavia in Foreign Textbooks; A Study of Unitary Schools in Europe; The Self-Education of Secondary School Students; and A Study of the Factors Underlying the Learning Process in the Socialist Milieu.

d. Problems

The problems affecting the Institute are similar to those confronting the Federal Institute for Educational Research.

3. The Pedagogical Institute of Ljubljana

Founded in 1965, it has 10 full-time employees. It also enjoys the cooperation of 6 faculty members with PhD's in education associated with the University of Ljubljana. It maintains close contact with the Institute for Pedagogical Research of the Socialist Republic of Serbia, especially in the field of methodology and projection. Its research projects include an investigation of the study habits of secondary school students, and of the behavior problems of young people of puberty and post-puberty age. Its major problem is the insufficiency of qualified staff members.

B. Institutes for the Advancement of Education

The Institutes are concerned with the educational-instructional process in the six republics of the Socialist Federal Republic of Yugoslavia and operate under the auspices of the Ministry of Education and Culture of the federal and republican governments.

a. Tasks

In addition to the tasks assigned to the Federal Institute for Educational Research, the Institutes for the Advancement of Education are entrusted with a series of specific functions in the republics. These pertain especially to the educational-pedagogical services in the various levels of the school system. According to Article 174 of the General Law on Education of 1959, the "educational-pedagogical services" are empowered to

> Follow up and study the work, phenomena and problems in the field of education and exercise systematic pedagogical supervision in schools and other institutions of education;
>
> Exercise supervision over implementation of regulations on the organization and work of schools as well as over the carrying out of teaching and other forms of work in schools and other institutions of education;
>
> Assist the teachers in their work and improvement of professional knowledge, inspire initiative and creative approach towards educational work, make recommendations for work and extend professional assistance and support to teachers in the solving of the problems which they meet in their work;

> Systematically follow up and study the results and achievements in the field of development of pedagogical theory and practice, lend assistance to teachers in acquainting themselves with and in applying of those achievements, organize seminars, courses and other forms of work for improvement of professional knowledge of the teachers, and participate in the organization of measures for application of modern principles and methods of education.*

The implementation of the tasks of these educational-pedagogical services, which are basically administrative institutions operating in accordance with the provisions of Article 45 of the Law on State Administration, is entrusted to educational counsellors. These are expected to be experts in their respective fields and possess the prescribed professional qualifications. They are appointed with the concurrence of the Institutes for the Advancement of Education.

b. Jurisdiction

Aside from their tasks pertaining to the educational process in the republics, the Institutes are also authorized by law to instruct and guide the work of the educational-pedagogical services of the People's Committees of the districts (district "Boards of Education"). They also serve as organs of appeal in handling complaints filed by teachers or school administrators against a decision of the educational-pedagogical service of the People's Committee of a district. A ruling or order of the Institute(s)

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*General Law on Education, op. cit., p. 101-02.

can be further appealed to the Council of Education of the Republic to which the respective Institute is responsible.*

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*Composed of members appointed by the Executive Council of the Republic from among the members of the Council, educators, health workers and other public officials and of members elected by the councils of education of the People's Committees of the districts, the Labor Union Council of the Republic, the People's Youth Organization, and a number of professional organizations and institutions, the Council of Education of the Republic is empowered to

Review the general situation and questions of common interest for the development and advancement of schools and other institutions of education on the territory of the People's Republic;

Review the reports of the educational-pedagogical service on the work of the schools on the territory of the People's Republic and give guidance for its work;

Exercise the rights and duties towards the higher vocational schools given to it under separate regulations for this kind of school;

Concern itself with the training and improvement of professional knowledge of the teaching staff;

Propose to the Executive Council of the Republic the program of development of high schools, vocational and special schools and concern itself with its implementation;

Give guidance for the drawing up of the program concerning the development of elementary schools to the People's Committees of the district;

Introduce curricula for all schools on the territory of the People's Republic;

Concern itself with the publication of textbooks, handbooks and with the making of teaching aids and approve their publication... (General Law on Education, op. cit., pp 99-100).

c. Types

In 1966, there were 11 Institutes for the Advancement of Education in Yugoslavia:

Six general, delaing with primary, secondary, and teacher education -- one in each of the six republics (Bosnia and Herzegovina, Croaria, Macedonia, Montenegro, Serbia, and Slovenia);

Two general, in the Autonomous Regions of Vojvodina and Kosovo-Metohija, both in Serbia;

Two vocational -- one in Croatia and one in Serbia; and

One federal, concerned with teaching aids and equipment with headquarters in Zagreb.

d. Organization and Functions

Like the scientific institutes, the Institutes for the Advancement of Education are formally independent. Their organization and specific role can be gauged from the following summary description of the structure of the Secretariat of Education and Culture of the Socialist Republic of Serbia.

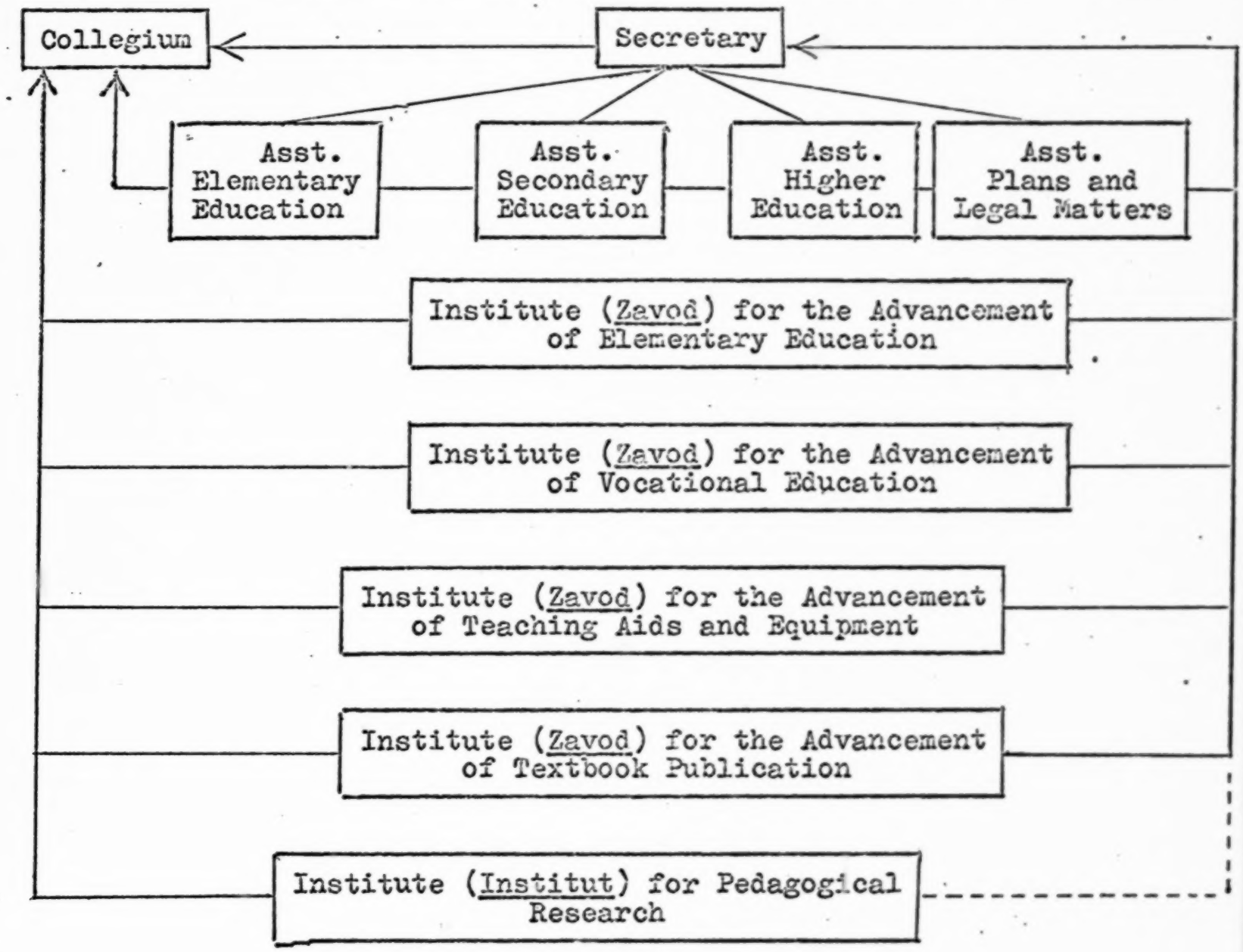
The Secretariat is divided into two major divisions: one dealing with technical-administrative matters; the other with the educational-instructional process (see Chart I). The administrative division is divided into four sections -- Elementary Education; Secondary Education; Higher Education; and Plans and Legal Matters -- each headed by an Assistant Secretary, i.e. Deputy Minister. The division concerned with the educational-instructional process per se includes the "independent" Institutes for the Advancement of Education. In the case of Serbia, this division of the Secre-

tariat includes two main (1 general and 1 vocational) institutes for the advancement of education -- the Institute for the Advancement of Elementary Education (also dealing with secondary education and teacher-training) and the Institute for the Advancement of Vocational Education --; two special institutes -- the Institute for the Advancement of Teaching Aids and Equipment and the Institute for the Advancement of Textbook Publication; and 1 scientific institute -- the Institute for Pedagogical Research (see p. 9-10). Each of the Institutes is headed by a director, who together with the Assistants of the four administrative sections constitute the Collegium of the Secretariat. The Collegium has the tasks and acts in the manner of a Board of Education in America.

The Institutes for the advancement of education are also divided into various sections, each entrusted with a specific, specialized function. The Institute for the Advancement of Vocational Education, for example, is divided into four sections: Operation; Advancement of Teaching; Education in the Enterprises; and Documentation and Publications (see Chart II). Each section is headed by a section chief who acts under the immediate guidance and supervision of the Institute's director (in 1966 Dr. Miodrag Pavlović).

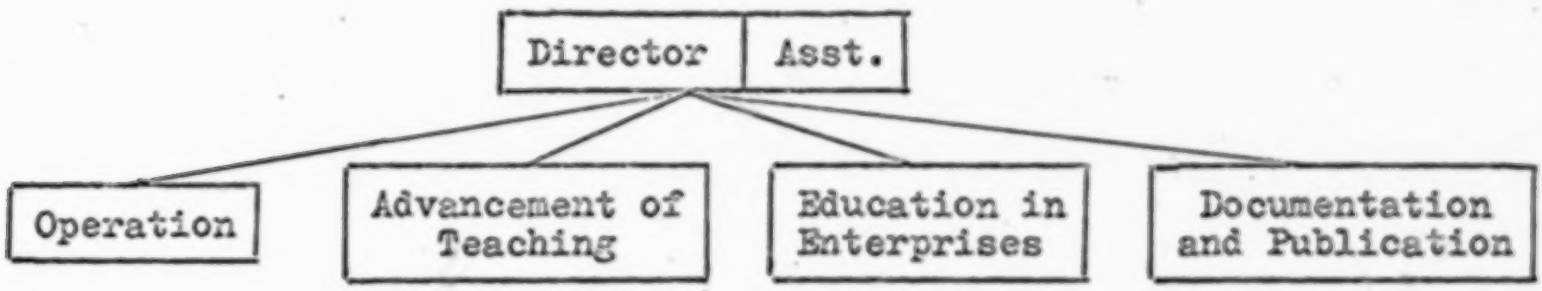
The overall functions of the Institute can be gauged from an evaluation of the specific responsibilities of the individual sections. Operation, for example, is entrusted with the inspection of schools and the teaching-learning process, the determination of conditions for the construction of schools, and the answering of inquiries and requests. Advancement of Education deals with the syllabi and curricula and the training of teachers for the

Chart I. Secretariat of Education and Culture of the Socialist Republic of Serbia


Collegium
Secretary
Asst. Elementary Education
Asst. Secondary Education
Asst. Higher Education
Asst. Plans and Legal Matters
Institute (Zavod) for the Advancement of Elementary Education
Institute (Zavod) for the Advancement of Vocational Education
Institute (Zavod) for the Advancement of Teaching Aids and Equipment
Institute (Zavod) for the Advancement of Textbook Publication
Institute (Institut) for Pedagogical Research

vocational schools in the Socialist Republic of Serbia. Education in Enterprises is concerned primarily with the organization of courses in the shops and factories for the further training of employees in academic and technical subjects. Finally, Documentation and Publications is responsible for the publication of textbooks and instructions for teachers (both general and concerning specific subjects), the issuance of recommendations pertaining to teaching aids, and the preparation and publication of periodicals, including the Institute's organ Problemi stručnog obrazovanja (Problems of Vocational Education).

Chart II. Institute for the Advancement of Vocational Education of the Secretariat of Education and Culture of the Socialist Republic of Serbia



The education research problems tackled by the institutes for the advancement of education normally pertain to the immediate and long-range interests and needs of the educational system in the respective republic. The technically more sophisticated research projects are usually assigned under contract to the "scientific institutes."

C. Institutions of Higher Learning

The education research activity conducted under the auspices of the institutions of higher learning is to a large extent restricted to the projects undertaken by individual faculty members of the various Departments of Education, which operate within the framework of the Schools (Faculties) of Philosophy. Many of these culminate in publications, which, in the view of many Yugoslav educators and scholars, are to a considerable extent reflections of the pressures of the publish-or-perish philosophy rather than genuine contributions to the science of education.

There are at present (1966) six Departments of Education in Yugoslavia, one each at the Universities of Belgrade, Zagreb, Ljubljana, Sarajevo, and Skoplje, and one at the Pristina Campus attached to the University of Belgrade. The Department of Education (Odeljenje za pedagogiju) offers standard education courses normally attended by students training for secondary school teaching.

Many faculty members of the institutions of higher learning are also members of, or collaborate with, the institutes for the advancement of education and the scientific institutes.

D. Teacher-Training Institutes

There is only a minimal amount of education research proper conducted under the auspices of the teacher-training schools and institutes. The nature of most of this work is limited in scope and is geared primarily to the solution of some immediate, usually

minor problem affecting the respective institution. The faculty members of the teacher-training institutes who are seriously interested in education research usually work on projects undertaken by the scientific institutes or the institutes for the advancement of education.

The teacher-training schools and institutes train teachers for kindergartens and primary schools, both class and subject. Postprimary school teachers, i.e. secondary and teacher-training school teachers, are trained in the institutions of higher learning. They acquire their area or subject specialization under the auspices of the respective school (faculty) or department (physics, biology, history, etc.) and their professional qualification and competence (educational psychology, philosophy of education, methodology, etc.) within the framework of the Departments of Education.

Kindergarten and primary school teachers are trained in the following types of schools:

Škola za vaspitace (School for the Training of Kindergarten Teachers), which are 4-year institutions admitting graduates of the 8-year primary schools.

Učiteljska škola (Schools for the Training of Primary School Teachers), admitting graduates of the 8-year primary schools. These are 4-year institutions (5-year in Serbia), whose graduates may teach only in the first four grades of the primary schools. This type of schools operate only in Serbia and Bosnia-Hercegovina.

Academies. These are 2-year institutions admitting graduates of secondary schools. Located almost exclusively in Croatia, these

Academies train general and subject teachers for the primary schools.

The Socialist Republic of Serbia plans to establish 6-year academics, which will admit graduates of the 8-year primary schools. Designed to help expand the corps of village teachers, the Serbian 6-year academies will be considered equivalent to a secondary and junior college education. The last two years are envisioned to be devoted to specialization either in general class teaching in grades 1 to 4 or subject teaching in grades 5 to 8 of the primary schools.

Viša pedagoška škola (Advanced Pedagogical School). Located primarily in Serbia and Bosnia-Herzegovina, these are 2-year institutions admitting secondary school graduates. Their scope is similar to that of the Academies in Croatia, namely the training of general and subject teachers with emphasis on the latter.

Summary

As this brief survey reveals, education research in Yugoslavia is conducted to a large extent under the auspices of the three scientific institutes and the eleven major institutes for the advancement of education. Although the scientific institutes operate primarily under contract rendering a variety of services to federal and republican governmental and educational organs, they are also engaged in a number of scientific projects of great interest not only to educators and officials in Yugoslavia but also the world over. The institutes for the advancement of education are concerned primarily with the immediate cultural and educational problems affecting the areas in which they are located or the governmental

organs under whose auspices they work.

Although the Departments of Education of the institutions of higher learning and the teacher-training institutes are occasionally identified with the publication of education research works of national importance, these are usually the fruit of individual research undertakings. The faculty members and students interested in education research are usually associated on a part-time basis either with the scientific institutes or the institutes for the advancement of education.

APPENDIX I

Institutes and Institutions of Education and Culture in the Federal Socialist Republic of Yugoslavia*

1. INSTITUT ZA PEDAGOŠKA ISTRAŽIVANJA (Institute for Pedagogical Research), 5/V Obilićev Venac, Belgrade;

2. INSTITUT ZA PROUČAVANJE RAZVOJNIH PROBLEMA DJECE I OMLADINE (Institute for the Study of Problems Concerning the Development of Children and Youth), 19 Kukuljevićeva, Zagreb;

3. MEDOBČINSKI ZAVOD ZA PROSVETNO PEDAGOŠKO SLUŽBO (Intercommunal Institute for Cultural and Educational Service), 12 Jenkova, Novo Mesto;

4. OBLASNI ZAVOD ZA UNAPREDJENJE ŠKOLSTVA (Regional Institute for the Development of Education), Priština;

5. PROSVJETNO-PEDAGOŠKI ZAVOD (Institute of Education and Culture), 34 Fra Grge Martića, Banja Luka;

6. PROSVJETNO-PEDAGOŠKI ZAVOD (Institute of Education and Culture), Trebinje;

7. PROSVETNO PEDAGOŠKI ZAVOD (Institute of Education and Culture), 6 Učiteljska, Čačak;

8. SAVEZNI ZAVOD ZA PROUČAVANJE ŠKOLSKIH I PROSVETNIH PITANJA (Federal Institute for Educational Research), 15 Draže Pavlovića, Belgrade;

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*Adresar naučnih institucija SFRJ (Address Book of the Scientific Institutes in the Federal Socialist Republic of Yugoslavia). Belgrade: Savezna privredna komora i Institut za naučno-tehničku dokumentaciju i informacije, March 1965, pp. 35-39.

9. ZAVOD ZA NAPREDEK ŠOLSTVA SLOVENIJE (Institute for the Advancement of Education in Slovenia), 3 Zupančićeva, Ljubljana;

10. ZAVOD ZA NASTAVNA SREDSTVA I ŠKOLSKU OPREMU SOCIJALISTIČKE REPUBLIKE SRBIJE (Institute for School Aids and Equipment of the Socialist Republic of Serbia), 10 Čika Ljubina, Belgrade;

11. ZAVOD ZA PROSVETNO-PEDAGOŠKO SLUŽBO (Institute for Cultural and Educational Service), 17 Gregorčićeva, Ajdovština;

12. ZAVOD ZA PROSVETNO-PEDAGOŠKO SLUŽBO (Institute for Cultural and Educational Service), 9 Trg Slobode, Celje;

13. ZAVOD ZA PROSVETNO PEDAGOŠKO SLUŽBO (Institute for Cultural and Educational Service), 2 Študentovska, Idrija;

14. ZAVOD ZA PROSVETNO PEDAGOŠKO SLUŽBO (Institute for Cultural and Educational Service), 12 Cesta Maršala Tita, Jesenice;

15. ZAVOD ZA PROSVETNO PEDAGOŠKO SLUŽBO (Institute for Cultural and Educational Service), 4 Trg Revolucije, Koper;

16. ZAVOD ZA PROSVETNO PEDAGOŠKO SLUŽBO (Institute for Cultural and Educational Service), 4 Trg Revolucije, Kranj;

17. ZAVOD ZA PROSVETNO PEDAGOŠKO SLUŽBO (Institute for Cultural and Educational Service), 47 Dolenjska cesta, Ljubljana;

18. ZAVOD ZA PROSVETNO PEDAGOŠKO SLUŽBO (Institute for Cultural and Educational Service), 9 Kidričeva, Morska Sobota;

19. ZAVOD PROSVETNO PEDAGOŠKO SLUŽBO (Institute for Cultural and Educational Service), 1 Trg Revolucije, Nova Gorica;

20. ZAVOD ZA PROSVETNO PEDAGOŠKO SLUŽBO (Institute for Cultural and Educational Service), 1 Trg Mladinskih brigada, Ptuj;

21. ZAVOD PROSVETNO PEDAGOŠKO SLUŽBO (Institute for Cultural and Educational Service), 95 Šentvid, Slovenia;

22. ZAVOD ZA PROSVETNO PEDAGOŠKO SLUŽBO (Institute for Cultural and Educational Service), 12 Leninov Trg, Trbovlje;

23. ZAVOD ZA PROSVETNO PEDAGOŠKO SLUŽBO (Institute for Cultural and Educational Service), Videm Krško;

24. ZAVOD ZA PROSVETNO PEDAGOŠKU SLUŽBU (Institute for Cultural and Educational Service), Maršala Tita, Pljevlja;

25. ZAVOD ZA PROSVETNO PEDAGOŠKU SLUŽBU (Institute for Cultural and Educational Service), 12 Novaka Miloševa, Titograd;

26. ZAVOD ZA PROSVETNO PEDAGOŠKU SLUŽBU SREZA (District Institute for Cultural and Educational Service), 7 Trg 7 Jula, Sombor;

27. ZAVOD ZA STRUČNO OBRAZOVANJE SOCIJALISTIČKE REPUBLIKE SRBIJE (Institute for Vocational Education of the Socialist Republic of Serbia), 10 Čika Ljubina, Belgrade;

28. ZAVOD ZA STRUČNO USAVRŠAVANJE I PREKVALIFIKACIJU RADNIKA I SLUŽBENIKA (Institute for the Vocational Retraining and Further Training of Workers and Office Workers), 126 Maršala Tita, Mostar;

29. ZAVOD ZA UNAPREDUVANJE NA ŠKOLSTVO NA SOCIJALISTIČKATA REPUBLIKA NA MAKEDONIJA (Institute for the Advancement of Education of the Socialist Republic of Macedonia), 26 Maksim Gorki, Skopje;

30. ZAVOD ZA UNAPREDJENJE NASTAVE (Institute for the Advancement of Education), 6 Trg Jože Vlahovića, Zagreb;

31. ZAVOD ZA UNAPREDJENJE ŠKOLSTVA (Institute for the Advancement of Education), 74 Maršala Tita, Peć;

32. ZAVOD ZA UNAPREDJENJE ŠKOLSTVA (Institute for the Advancement of Education), 2 Maršala Tita, Priština;

33. ZAVOD ZA UNAPREDJENJE ŠKOLSTVA (Institute for the Advancement of Education), Opština Centar, Sarajevo;

34. ZAVOD ZA UNAPREDJENJE ŠKOLSTVA (Institute for the Advancement of Education), 6 Trg Jože Vlahovića, Zagreb;

35. ZAVOD ZA UNAPREDJENJE ŠKOLSTVA SOCIJALISTIČKE REPUBLIKE CRNE GORE (Institute for the Advancement of Education of the Socialist Republic of Monte Negro), Titograd;

36. ZAVOD ZA PROSVETNO PEDAGOŠKO SLUŽBO (Institute for Cultural and Educational Service), 191 Dol Logatec, Slovenia;

37. ZAVOD ZA ŠKOLSTVO I PROSVETU (Institute of Education and Culture), 1 Trg Slobode, Novi Sad;

38. ZAVOD ZA ŠKOLSTVO KOTARA (District Institute of Education), 1 Stane Voncine, Rijeka;

39. ZAVOD ZA OSNOVNO OBRAZOVANJE NASTAVNIKA (Institute for Basic Teacher Education), 10/V Terazije, Belgrade;

40. PEDAGOŠKI ZAVOD (Institute of Education), Vranje;

41. SVEUČILIŠTE U ZAGREBU (University of Zagreb), 14 Trg Maršala Tita, Zagreb;

42. UNIVERZA V LJUBIJANI (University of Ljubljana), 11 Trg Revolucije; Ljubljana;

43. UNIVERZITET U BEOGRADU (University of Belgrade), 1 Studentski Trg, Belgrade;

44. UNIVERZITET U NOVOM SADU (University of Novi Sad), Veliki Liman, Novi Sad;

45. UNIVERZITET U SARAJEVU (University of Sarajevo), 7 Obala Vojvode Stepe, Sarajevo;

46. UNIVERZITET U SKOPJU (University of Skoplje), 10 Kej 13 Noemvri, Skoplje;

47. ZAJEDNICA JUGOSLOVENSKIH UNIVERZITETA (Community of the University of Yugoslavia), 22 Palmotićeva, Belgrade;

48. UMETNIČKA AKADEMIJA (Academy of Arts), 10 Rajićeva, Belgrade.

APPENDIX II

NAME AND AFFILIATION OF LEADING EDUCATION RESEARCH SPECIALISTS IN YUGOSLAVIA

1. BUSIJA, JOSIP. Director, Pedagogical Institute, Zagreb.
2. COBANSKI, SPASOJE. Rector, Pedagogical Institute, Novi Sad.
3. FRANKOVIĆ, DRAGUTIN. Dr, Director of the Jugoslovenski Zavod za Proučavanje Školskih. Belgrade, Draže Pavlovića, 15.
4. JUHAS, MIHAJLO. Jugoslovenski Zavod za Proučavanje Školskih. Belgrade, Draže Pavlovića, 15.
5. KRNETA, LJUBOMIR. Prof., Dr, Director of Institut za Pedagoška Istraživanja S. R. Srbije. Belgrade, Obilićev Venac 5/V.
6. KRSTIĆ, DRAGAN. Institut za Pedagoška Istraživanja S. R. Srbije. Belgrade, Obilićev Venac 5/V.
7. LEVY, ZOJICA. Jugoslovenski Zavod za Proučavanje Školskih. Belgrade, Draže Pavlovića, 15.
8. MRDENOVIĆ, PETAR. Zavod za Stručno Obrazovanje. Belgrade, Čika Ljubina, 8/VI.
9. PAVLOVIĆ, MIODRAG B. Director, Zavod za Stručno Obrazovanje. Belgrade, Čika Ljubina, 8/VI.
10. PIŽURICA, OLGA. Zavod za Stručno Obrazovanje. Belgrade, Čika Ljubina, 8/VI.
11. POTKONJAK, NIKOLA. Dr, Professor of Education, University of Belgrade, Belgrade.

12. PREGRAD, Z. Professor of Education, University of Zagreb, Zagreb.
13. PRODANOVIĆ, T., Professor of Education and Methodology, University of Belgrade, Belgrade.
14. SAMOLOVCEV, M. Professor of Education, University of Novi Sad, Novi Sad.
15. SCHMIDT, V. Professor of Education and History of Education, University of Ljubljana, Ljubljana.
16. SIMLEŠA, P. Professor of Education, University of Zagreb, Zagreb.
17. STOJOVIĆ, MILUTIN. Dr, Director, Pedagogical Institute, Cetinje.
18. STOJSAVLIJEVIĆ, BOGDAN, Dr, Director, Pedagogical Institute, Belgrade.
19. VELJANOVIĆ, BRONISLAV, Director, Pedagogical Institute, Belgrade.
20. YOVANOVIĆ, N. Institut za Pedagoška Istraživanja S. R. Srbije, Belgrade.